



YEARLY STATUS REPORT - 2020-2021

Part A	
Data of the Institution	
1.Name of the Institution	SRI RANGACHINNAMMAL COLLEGE OF EDUCATION
• Name of the Head of the institution	Dr.G.Govindharajan
• Designation	PRINCIPAL
• Does the institution function from its own campus?	Yes
• Alternate phone No.	04145231657
• Mobile No:	9486621633
• Registered e-mail ID (Principal)	gingeegovindharajan1970@gmail.com
• Alternate Email ID	srcbed2022@gmail.com
• Address	Thiruvannamalai- Gingee main road, Alampoondi village, Gingee Taluk
• City/Town	Gingee
• State/UT	Tamil Nadu
• Pin Code	604151
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

• Location	Rural												
• Financial Status	Self-financing												
• Name of the Affiliating University	TAMILNADU TEACHERS EDUCATION UNIVERSITY												
• Name of the IQAC Co-ordinator/Director	Mr. E.SENTHILKUMAR												
• Phone No.	04145231657												
• Alternate phone No.(IQAC)	9626282812												
• Mobile (IQAC)	9626282812												
• IQAC e-mail address	esenthil1978@gmail.com												
• Alternate e-mail address (IQAC)	elayaraja.ganesan@gmail.com												
3.Website address	https://srpgroup.org/												
• Web-link of the AQAR: (Previous Academic Year)	https://srccoe.org/wp-content/uploads/iqac/aqar_report%202018-2019.pdf												
4.Whether Academic Calendar prepared during the year?	Yes												
• if yes, whether it is uploaded in the Institutional website Web link:	http://srccoe.org/wp-content/uploads/calendar/20-21.pdf												
5.Accreditation Details													
<table border="1"> <thead> <tr> <th>Cycle</th> <th>Grade</th> <th>CGPA</th> <th>Year of Accreditation</th> <th>Validity from</th> <th>Validity to</th> </tr> </thead> <tbody> <tr> <td>Cycle 1</td> <td>B</td> <td>2.27</td> <td>2012</td> <td>10/03/2012</td> <td>09/03/2017</td> </tr> </tbody> </table>		Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to	Cycle 1	B	2.27	2012	10/03/2012	09/03/2017
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to								
Cycle 1	B	2.27	2012	10/03/2012	09/03/2017								
6.Date of Establishment of IQAC	13/06/2017												
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.													

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
nil	nil	nil	Nil	nil
8. Whether composition of IQAC as per latest NAAC guidelines		Yes		
<ul style="list-style-type: none"> Upload latest notification of formation of IQAC 		View File		
9. No. of IQAC meetings held during the year		1		
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 		Yes		
<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 		View File		
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?		No		
<ul style="list-style-type: none"> If yes, mention the amount 				
11. Significant contributions made by IQAC during the current year (maximum five bullets)				
<p>Techno-Pedagogy in Teaching Learning Process: Education became a challenge due to pandemic and dealt with it together. The faculty members understood this dynamic framework and adopted themselves with virtual teaching. Webinars, workshops and conferences were organized by IQAC for faculty members and students to get accustom with the online mode of teaching learning process. On the basis of the feedback given by stake holders, various online platforms were used efficiently and blended learning was implemented effectively. This result is in cent percent result of B.Ed. students. National Level Faculty Development Programme was organized which teachers from traditional teaching. Digital Evaluation System: Everyone wants to keep pace with future trends and demands and online education has become the future need and demand. Teachers and students got enhanced platforms for online teaching - learning and evaluation. Due to Pandemic, the overall examination and evaluation system has</p>				

been transformed into digital media to get a better framework. Google platform, zoom meeting, e-mail and Whats-app groups have been used for smooth conduction of examination and assessment. OUTREACH ACTIVITIES: IQAC is directed to NSS, organize community oriented activities to serve the society during pandemic situation. As a crown of outreach activity, Blood Donation camp was organized in which faculty members and students were volunteered. Green environment is preserved properly and eco friendly infrastructure is maintained. Covid cell had been initiated in the institution to look after the post covid protection. Collaboration with industries and other teacher education institutions were undertaken through MOU for knowledge sharing and practical application. Serving the community was the main aim of the NSS volunteers of our college which includes post covid counselling to patients.

12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
Admission of Students	IQAC gave direction to Admission committee to follow the TNTEU rules and regulations for admission process. In this year 2020-2021, for 190 B.Ed., intake 213 applications were received from students. Applications were scrutinized and admissions were completed.
Gender equality	college is conducting the women day in every year and seminar to conducted the seminar about women inequality in the society and give freedom to the women
Internship	Second B.Ed students went to schools in and around Viluppuram district for teaching practice

13. Whether the AQAR was placed before statutory body?

Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Governing Body	05/01/2022

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2022	30/12/2022

15. Multidisciplinary / interdisciplinary

Plan for transforming into a multidisciplinary institution. The institution offers B. Ed. programme with specialization for teaching different subjects in the form of pedagogy courses. The institution can think of integrating Science and Humanities pedagogy courses. An English pedagogy student can also learn the pedagogy of Science, pedagogy of Maths and pedagogy of History. Likewise a Science pedagogy student can also learn the pedagogy of English and the pedagogy of History. The pedagogy of Computer Science can be made common considering the thrust on ICT integration into education. Innovative Curricula the B.Ed. curriculum is structured around Choice Based Credit System. The curriculum of the two year B.Ed. programme consists of fourteen compulsory theory courses, one elective course out of six elective courses and engagement with the field in the form of School Internship, Courses on "Enhancing Professional Capacities" and one online course. Thematic Courses out of seven such courses, one Teacher Education Course out of two such courses, one Specialization: Core Course out of two such courses, dissertation, practicum and four online courses. The School Internship and Courses on "Enhancing Professional Capacities" provide ample scope for community engagement and community service. Plan for Multiple Entry and Exit. The institution can plan for multiple entry and exits in the four year integrated teacher education programme. To encourage a broader pedagogy by teachers and to demonstrate the interplay between education and other social sciences/sciences, the institution shall make multidisciplinary research a value added course for the B.Ed. students.

16. Academic bank of credits (ABC):

Initiative for Academic Bank of Credits The institution is ready to fulfil the requirement of Academic Bank of Credits as proposed in NEP 2020. The institution is not registered under the Academic Bank of Credits. Being an affiliated institution, it awaits direction from the University in this regard. Efforts for Joint Degrees The institution has not made any effort for internalization of

education, joint degrees between Indian and foreign institutions so far. Encouragement to Faculty for Curricular and Pedagogical Approaches The faculty of the institution enjoy the freedom to decide their own pedagogical approaches. They experiment with innovative teaching strategies that are centric learning method and based on experiential learning. The teachers are resourceful enough to customize the new constructive strategies they come to know to suit the needs of their learners. The institution, in fact promotes novel ideas for teaching- learning. The faculty can refer to any reading material that can help the students gain a deeper understanding of contexts. The assignments given by the teachers can also be of any form involving library work or involving reflection exercises, involving a small project or involving hands on experience or involving a field visit. The teachers can develop their own rubrics for the assessment of tasks and assignments as a part of comprehensive internal evaluation.

17.Skill development:

The institution conducts many training programmes for students for the development of generic skills. They are also trained for certain life skills and 21st century skills that are required for the teaching profession. Training in Life Skills is given every year for the students. The expertise of the faculty and the expertise available in the local community are used to provide such trainings. The students are also trained in the procedural knowledge to prepare socially useful products by the Entrepreneurship Development Cell of the college. The institution trains the interested students in organic farming and mushroom cultivation. A large shade net organic farming unit and a mushroom cultivation unit are functional in the institution. Vocational Education Offered • The Entrepreneurship Development Cell of the institution is active in developing the entrepreneurial skills of the students. The students with special vocational knowledge are made to share their knowledge with their peers in the form of training forums. • Special sessions are organized by inviting experts who can provide hands on training in art and craft work. Locally available expertise is given preference. Making craft products using palm leaves was conducted for the students. • Tailoring and Embroidery classes and Aari Work classes were arranged to interested students in the form of Value Added Courses. Sewing machines are available in the institution for the students taking up these courses. • A Choice Based Value Added Course on Art and Craft was organized for the students in collaboration with Pidilite Industries. • The students were trained in making fish food products and bakery products by Fisheries College and research Institute. Value Education Offered There are

many academic clubs and extension units in the institution. They organize a number of programmes that contribute to the value education of students. The History Club and the Student Council of the institution has organized observation/ celebration of the many important days. The students are actively involved in all the above programmes. Vocational Courses and Training The students are encouraged to take up the value added courses that can enhance their vocational knowledge and skills. However, this is choice based and the students are free to decide. The institution identifies persons specialized in various forms of vocational training and utilizes their expertise to organize training sessions for the students. Many entrepreneurship development programmes were organized in online mode for the students. The online platforms can be used to organize many more skill development programmes in the institution. Best Practice in Skill Development Students come with a wide range of artistic skills. These are identified during the Talent Show conducted by the Student Council.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

Integration of Indian Knowledge System The curriculum of the B. Ed. programme lends themselves to the integration of Indian knowledge system into certain concepts in all the courses. The pedagogy courses deal with methods of teaching, role of the teacher, organization of the curriculum, classroom management and methods of evaluation. The legacy of the ancient educational system of the country has much to offer to the students. Although they do not find a place directly in the courses, they are discussed in great detail in the classrooms during offline and online classes. Plan for Classroom delivery in Bilingual Mode the teachers of the institution are proficient in English and the vernacular language. The teachers use both the languages during the classroom teaching. The class is heterogeneous with both English and Tamil medium students. The teachers therefore resort to bilingual instruction to ensure understanding by all the students. The students are free to choose any of these two languages for writing exams, writing assignments, completing internship records and tasks. The language of the students and the language of the teacher are not barriers for the successful completion of the teaching- learning process. Courses Taught Bilingually All the courses in B. Ed. programme are taught bilingually in the institution. The course "Language across the Curriculum" for B. Ed. students helps them to understand the role of language in teaching learning. An effort to Promote Indian Languages Tamil is an ancient Indian language. Efforts are taken by the institution to promote Tamil language. International Mother Language

Day is celebrated to emphasize the importance of mother tongue in education. Spoken Hindi was provided as a value added course for the students. Efforts to Promote Traditional Language the traditional knowledge of the country is given importance. Many programmes on traditional food and traditional medicine were organized by the institution. The consumption of traditional food and use of traditional medicine are encouraged in the institution. Many programmes were organized online to create awareness on combating COVID 19 with traditional medicines.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

Institutional Initiative for Outcome Based Education The institution has clearly defined student learning outcomes for all the courses. The teachers do the mapping of the Program Outcomes with the Course Outcomes. The also develop unit wise student learning outcomes for the courses they handle. The teaching activities and the assessment of students are in alignment with the learning outcomes. The institution has therefore taken efforts to transform its curriculum towards Outcome Based Education. **Outcome Based Education in Teaching Learning** The teachers develop teaching plans for the courses they handle. They decide the collaborative tasks to be given, assignments to be given, constructivist methods to be employed and enrichment content to be given in terms of the unit wise student learning outcomes. The teaching and learning process is therefore centred on the student learning outcomes. **Good Practice for Outcome Based Education** The internal exams are conducted for students although they are not mandated by the University. The questions asked in the exams aim at prompting higher order thinking. The attainment of the unit wise student learning outcomes are analysed to help the teachers understand the kind of support required for the students to attain the specified outcomes.

20.Distance education/online education:

Institutional efforts for Blended Learning the teachers of the institution are trained in the use of technology for teaching and learning. Many training programmes are organized in the institution for teachers and students on themes related to integration to technology. The teachers use blogs, Google groups, Google sites, whatsapp and Google classrooms to communicate and share resources with students. The teachers use a wide range of technological tools and apps to make the classes stimulating and engaging. The students are also trained in the use of ICT resources. Teachers and students produce a number of e-resources for school education

Extended Profile

1.Student	
2.1	324
Number of students on roll during the year	
File Description	Documents
Data Template	View File
2.2	200
Number of seats sanctioned during the year	
File Description	Documents
Data Template	View File
2.3	89
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
File Description	Documents
Data Template	View File
2.4	194
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	View File
2.5	194
Number of graduating students during the year	
File Description	Documents
Data Template	View File
2.6	194
Number of students enrolled during the year	
File Description	Documents
Data Template	View File

2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	2700949
4.2 Total number of computers on campus for academic purposes	74
3.Teacher	
5.1 Number of full-time teachers during the year:	31
File Description	Documents
Data Template	View File
Data Template	No File Uploaded
5.2 Number of sanctioned posts for the year:	31
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
<p>Curriculum planning</p> <p>The planning of curriculum is done through two ways:</p> <p>Extensive deliberation on course work plans of teachers</p> <p>Development of action plans by individual teachers</p> <p>Deliberation on course work plan developed by teachers</p> <p>Curriculum Planning Committee has been constituted for streamlining the process of curriculum planning. External experts are also invited for the Curriculum Planning Meetings. Teaching plans include</p>	

detailed descriptions of the learning experiences planned for the courses.

Each teacher presents her teaching plan and the others provide their observations. Suggestions are noted and the teachers use their discretion to arrive at the final teaching plan for their courses.

Development of action plan by teachers.

A wide range of activities are carried out every year to support the learning that occurs within the syllabus. The activities are planned through clubs, committees and cells of the institution. Every teacher develops an 'Action Plan' for the year which includes such activities. A meeting is convened by the Principal to discuss the action plans of the teachers.

Review of plans

The progress in the teaching plans and action plans are reviewed during staff meetings. Meetings are also convened by the Curriculum Planning Committee to review the implementation of teaching plans.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	No File Uploaded
Plans for mid- course correction wherever needed for the academic year	No File Uploaded
Any other relevant information	No File Uploaded

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year
Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni

A. All of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	No File Uploaded
Meeting notice and minutes of the meeting for in-house curriculum planning	No File Uploaded
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	No File Uploaded
Any other relevant information	No File Uploaded

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

A. All of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	Nil
Prospectus for the academic year	No File Uploaded
Report and photographs with caption and date of student induction programmes	No File Uploaded
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives

including pedagogy courses for which teachers are available**1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year****1**

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	No File Uploaded
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	Nil

1.2.2 - Number of value-added courses offered during the year**2****1.2.2.1 - Number of value-added courses offered during the year****2**

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	No File Uploaded
Any other relevant information	No File Uploaded

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year**324****1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year****324**

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	No File Uploaded
Course completion certificates	No File Uploaded
Any other relevant information	No File Uploaded

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance

One of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	No File Uploaded
Document showing teachers' mentoring and assistance to students to avail of self-study courses	No File Uploaded
Any other relevant information	No File Uploaded

1.2.5 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

324

1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

324

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	View File
List of students enrolled and completed in self study course(s)	No File Uploaded
Any other relevant information	No File Uploaded

1.3 - Curriculum Enrichment

1.3.1 - Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

Understanding of the Field of Teacher Education

An expert talk on "Teacher Education in India" was given for students. The course "Contemporary India and Education" for B. Ed. included certain units that helped to understand the teacher education system of the country. M. Ed. students learned a course titled "Teacher Education in India: Secondary Level".

Procedural Knowledge

The quality of pedagogical inputs prepared the student teachers of the institution with professional competence for various levels. Special lectures that focussed on procedural knowledge of teaching at the elementary and secondary level were organized for the students.

Capability for extrapolation

Students were made active in the learning process and made to apply the learning. The ICT knowledge they had gained helped them to make short films on various topics. They applied the knowledge they gained in the institution for event management.

Skills/Competencies

Life skills and soft skills workshops were organized for the trainees by experts and college teachers. Team building skills were developed in the classrooms. Students were introduced to the tools and techniques of collaboration. Two value added courses Soft Skills and Transformation of Classroom from Blackboard to Digital (B to D) were made mandatory for students.

File Description	Documents
List of activities conducted in support of each of the above	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	View File
Photographs indicating the participation of students, if any	No File Uploaded

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations International and comparative perspective

The institution therefore ensures that the students are familiarized with the diversities that exist in the Indian system. This is done in the following ways:

- The students were made known about the history behind the development of the present day school system along with the concepts that deal with the sociological foundations of education in the courses they learn.
- A special session on "Functioning on Various Boards of Education" was organized for the students.
- The students were taken to schools following CBSE syllabus, ICSE syllabus and State Board Syllabus in the locality.
- Special sessions were organized to make students get a clear idea about the state-wise variations in education system.
- A webinar was organized for the students on "Diversities in School System: An International Perspective". Non- resident Indians who are well versed with the education system of different countries were identified and were invited to serve as resource speakers.
- The students were asked to review a book in Tamil language written by Mr. Nagarajan. Book review helped the students to

get a broad understanding about education. A reading and discussion session on the chapter on "Our classroom, their classroom" was organized for the students.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	View File

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

Syllabi Driven Curricular Experiences

The learning engagement of students is assured by the institution through its way of planning curricular experiences given in the syllabus for different programmes. Tasks and assignments for all the courses provide understandings relevant to the concepts being learnt. The following courses in B. Ed. programme on Enhancing Professional Capacities provide rich curricular experiences:

- Book reading and reflection
- Drama and art in education
- Critical understanding of ICT

Understanding yourself

The syllabi of the different courses are extended adequately to include experiences that add value to the making of teachers.

Learning Engagement through Seminars/ Webinars/ Workshops/Special Sessions

It is a regular practice of the institution to organize seminars, webinars workshops and special sessions for teaching and student community at large. The students of the institution are the primary beneficiaries of these programmes. The themes of such programmes are planned to prepare students for the teaching profession. Such programmes organized this year include:

- Who am I? - Exploring Teachers
- Critical Thinking
- Education for Liberative Knowledge
- Stimulant Online Tools for Collaborative Learning
- Differentiated Instruction for Diverse Learners

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	View File

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI

All of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	No File Uploaded

1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following

Feedback collected, analyzed, action taken and available on website

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

200

2.1.1.1 - Number of students enrolled during the year

194

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	No File Uploaded
Approval letter of NCTE for intake of all programs	No File Uploaded
Approved admission list year-wise/ program-wise	No File Uploaded
Any other relevant information	View File

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

89

2.1.2.1 - Number of students enrolled from the reserved categories during the year

130

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	No File Uploaded
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	No File Uploaded
Any other relevant information	No File Uploaded

2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year

0

2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year

130

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	No File Uploaded
List of students enrolled from EWS and Divyangjan	No File Uploaded
Any other relevant information	View File

2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

An Online Induction Programme was organized for the Freshers' to familiarize the phases of Curricular, Co-curricular and Extracurricular activities during the pandemic period. The main objective is to enable the students to be self-reliant. Accordingly, the students are constantly assessed through Bridge Course, Entry

Level Test, and CIA Tests and categorized as Advanced Learners and Slow Learners.

Mentoring system functions efficiently with a Mentor-Mentee ratio of 1:23 to re-examine students' progress.

Progressive Programmes for Advanced Learners

1. Earning Certificates through webinars, online quizzes during pandemic period
2. Signing up for MOOCs and Competitive examinations
3. Bestowing platform for creative writing - creation of blogs and YouTube channels
4. Adopting team projects
5. Publishing research papers in peer-reviewed journals
6. Student Self -Development Programmes - Acting as Resource Persons

Empowering Programmes for Slow Learners

1. Organizing online micro-tests
2. Additional teaching through assignments and tests
3. Basic concepts are shortened and streamlined

The drive has offered top results, where students came forward with unpredictable progression with foremost optimistic attitude and action

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	No File Uploaded
Any other relevant information	No File Uploaded

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and

All of the above

**Adaptive Structures (for the differently abled)
Multilingual interactions and inputs**

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	No File Uploaded
Reports with seal and signature of Principal	No File Uploaded
Photographs with caption and date, if any	No File Uploaded
Any other relevant information	View File

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity

All of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	No File Uploaded
Photographs with caption and date	No File Uploaded
Any other relevant information	View File

2.2.4 - Student-Mentor ratio for the academic year

324 : 31

2.2.4.1 - Number of mentors in the Institution

31

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	No File Uploaded
Any other relevant information	View File

2.3 - Teaching- Learning Process

2.3.1 - Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

Student centered Teaching and innovative pedagogical methods are practiced to elevate critical insight and research ability. These practices initiate the development of soft skills, professional skills, problem-solving skills and life skills. The assessment strategies further enhance the process of student-centric learning.

Experiential Learning

1. Learning Management System - Blog, College Management System, Edmodo, Myclassroom, Google Classroom, Testmoz, Jamboard
2. Use of Research-Based Pedagogical Tools
3. Minor Projects - TNSCST, DBT, DST, UGC-BSR
4. Community engagement through NCC, NSS, YRC & RRC

Participative Learning

1. Group Assignments, Peer Teaching and Projects
2. Mock Interviews, Video conferencing and Panel discussions
3. Learning Portals - SWAYAM, NPTEL, Moodle, Coursera, MOOCs, Khan Academy and Google Classroom
4. ICT enabled Teaching, DELNET, INFLIBNET
5. E-resources - e-Pathshala Courses, Spoken Tutorials, SWAYAM Prabha, e-text books, e-journals

Problem Solving Methodologies

1. Project based Learning - Live Projects
2. e-assignment for Spoken English
3. Brainstorming sessions and Case Studies to identify key issues
4. Mind Mapping to organize ideas

5. Data Mining to predict outcomes`

ICT enabled teaching aids to compete the real world with calculative and comprehensive intelligence.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	No File Uploaded

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

31

File Description	Documents
Data as per Data Template	View File
Link to LMS	Nil
Any other relevant information	No File Uploaded

2.3.3 - Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, during the academic year

324

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Landing page of the Gateway to the LMS used	No File Uploaded
Any other relevant information	View File

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice

Five/Six of the above

teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	No File Uploaded
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	Nil
Any other relevant information	View File

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

Being mentors students are getting helpful feedback and guide them toward the best and most effective teaching methods. Allowing the student teacher to develop and prepare original teaching plans. Providing oral and written feedback regularly.

Teamwork

The mentor teacher and the student teacher will plan and co-teach lessons on a cooperative basis. This kind of team teaching experience provides opportunities for the student teacher to observe and experience the teaching process, as well as ask questions along the way. In regards we have 13:1 mentoring cells.

Dealing with student diversity

In this phase, the student teacher has more independence in teaching. The mentor teacher will review lesson plans and observe the student teacher's methods and instruction style.

Balancing home and work stress

The student teacher is now ready to teach on an independent basis

while continually gaining more confidence and autonomy. Students start to depend more and more on the student teacher and not just the mentor during this phase.

Conduct of self with colleagues and authorities

The mentor teacher re-assumes more responsibility in the classroom as the student teacher once again goes into more of an observer role. However, now their vantage point includes much more knowledge and experience.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	No File Uploaded
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	No File Uploaded
Any other relevant information	View File

2.3.7 - Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students

The process of teaching-learning aims at the transmission of knowledge, imparting skills and formation of attitudes, values and behavior. This is a technological era and e-learning has become heart of every individual soul. We have started it unusual to see

the extensive incorporation of e-learning in the teacher training programme. Students are given input through two-way communication where information is gapped and students are required to discuss and share their findings before the actual information is given. Slides and images to enhance understanding of a topic. Videos of real-life occurrence of interpersonal behaviors are used to enhance understanding of the topic. Students are given the opportunity to practice the skills just learned based on real-life situations created for them before the real assessment of their ability to put into practice the skills is conducted. Computer Assisted Language Learning is promoted as well. Quiz programme, reading and reflection on text etc...are the additional items to it. We provide information orally, supported by slides, in 4 to 7 minute blocks, and interspersed with short interactions such as asking students to respond to a related question. We Provide students with access to a text such as journal article, blog, multimedia presentation

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)

All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	No File Uploaded
Reports of activities with video graphic support wherever possibl	No File Uploaded
Any other relevant information	No File Uploaded

<p>2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement</p>	<p>Ten/All of the above</p>												
<table border="1"> <thead> <tr> <th data-bbox="84 869 542 925">File Description</th> <th data-bbox="550 869 1469 925">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="84 936 542 992">Data as per Data Template</td> <td data-bbox="550 936 1469 992" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="84 1003 542 1104">Reports and photographs / videos of the activities</td> <td data-bbox="550 1003 1469 1104" style="text-align: center;">No File Uploaded</td> </tr> <tr> <td data-bbox="84 1115 542 1238">Attendance sheets of the workshops / activities with seal and signature of the Principal</td> <td data-bbox="550 1115 1469 1238" style="text-align: center;">No File Uploaded</td> </tr> <tr> <td data-bbox="84 1249 542 1350">Documentary evidence in support of each selected activity</td> <td data-bbox="550 1249 1469 1350" style="text-align: center;">No File Uploaded</td> </tr> <tr> <td data-bbox="84 1361 542 1395">Any other relevant information</td> <td data-bbox="550 1361 1469 1395" style="text-align: center;">View File</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Reports and photographs / videos of the activities	No File Uploaded	Attendance sheets of the workshops / activities with seal and signature of the Principal	No File Uploaded	Documentary evidence in support of each selected activity	No File Uploaded	Any other relevant information	View File	
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Attendance sheets of the workshops / activities with seal and signature of the Principal	No File Uploaded												
Documentary evidence in support of each selected activity	No File Uploaded												
Any other relevant information	View File												
<p>2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback</p>	<p>All of the above</p>												

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	No File Uploaded
Any other relevant information	View File

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales	All of the above
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File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	No File Uploaded
Documents showing the different activities for evolving indicated assessment tools	No File Uploaded
Any other relevant information	View File

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations	All of the above
--	------------------

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	No File Uploaded
Sample evidence showing the tasks carried out for each of the selected response	No File Uploaded
Any other relevant information	No File Uploaded

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	All of the above
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File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	No File Uploaded
Report of the events organized	No File Uploaded
Photographs with caption and date, wherever possible	No File Uploaded
Any other relevant information	View File

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study	All of the above
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File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	No File Uploaded
Any other relevant information	View File

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

Internship programme in teacher education is very important to shape the trainees into an effective teacher of tomorrow. It provides not only practice teaching but opportunities to participate in activities of the school like a regular teacher. In Sri Rangachinnammal College of Education we have an effective monitoring mechanism during internship programme. In which first of all the student teacher educators are given opportunity to observe the five classes of the teachers. Observing other teachers is a key part of development; it improves teachers' own self-awareness of their skills and also makes managers more effective at identifying areas for further growth. During the internship programs the mentor teacher also observes the five classes of the teacher trainee. Mentoring enables teachers to reflect on their practice and to question what they do as they go about their teaching. Along with the internship assessment we keep a supervision dairy to develop students' professional and instructional skills for improving teaching process. The teacher educators are also instructed to keep a record of all the innovative activities that has conducted during their internship programme.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.4.9 - Number of students attached to each school for internship during the academic year

2.4.9.1 - Number of final year students during the academic year

170

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	No File Uploaded
Any other relevant information	View File

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports	Nine/All of the above
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File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	No File Uploaded
School-wise internship reports showing student engagement in activities claimed	No File Uploaded
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	View File

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

Internship programme in teacher education is very important to shape the trainees into an effective teacher of tomorrow. It provides not only practice teaching but opportunities to participate in activities of the school like a regular teacher. In Sri Rangachinnammal College of Education we have an effective monitoring mechanism during internship programme. In which first of all the student teacher educators are given opportunity to observe the five classes of the teachers. Observing other teachers is a key part of development; it improves teachers' own self-awareness of their

skills and also makes managers more effective at identifying areas for further growth. During the internship programs the mentor teacher also observes the five classes of the teacher trainee. Mentoring enables teachers to reflect on their practice and to question what they do as they go about their teaching. Along with the internship assessment we keep a supervision dairy to develop students' professional and instructional skills for improving teaching process. The teacher educators are also instructed to keep a record of all the innovative activities that has conducted during their internship programme.

File Description	Documents
Documentary evidence in support of the response	No File Uploaded
Any other relevant information	View File

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)

All of the above

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	No File Uploaded
Two filled in sample observation formats for each of the claimed assessors	No File Uploaded
Any other relevant information	No File Uploaded

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness

Five of the above

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	No File Uploaded
Five filled in formats for each of the aspects claimed	No File Uploaded
Any other relevant information	No File Uploaded

2.5 - Teacher Profile and Quality

2.5.1 - Number of fulltime teachers against sanctioned posts during the year

31

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	No File Uploaded
English translation of sanction letter, if it is in regional language	No File Uploaded
Any other relevant information	View File

2.5.2 - Number of fulltime teachers with Ph. D. degree during the year

6

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	No File Uploaded
Any other relevant information	View File

2.5.3 - Number of teaching experience of full time teachers for the during the year

31

2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic year

324

File Description	Documents
Copy of the appointment letters of the fulltime teachers	No File Uploaded
Any other relevant information	View File

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1. In house discussions on current developments and issues in education 2. Share information with colleagues and with other institutions on policies and regulations

Professional updating of teachers create awareness about new issues in the field of education, and it ultimately helps in enhancing the creativity of teachers as they learn different and innovative methods of teaching through the curriculum. In Sri RangachinnammalCollege of Education we regularly conduct lots of innovative programs to keep the faculties updated professionally. Once in a month we conduct a house discussion among faculties on current developments and issues with regard to education. It helps to realize areas of strength and areas that need attention for growth. It also helps us to know the current trends in education and what is currently accepted to be the best way to teach students. Along with this we also visit other institutions and share the information of current development and issue in education as well as the new policies and regulations with regard to education.

File Description	Documents
Documentary evidence to support the claim	No File Uploaded
Any other relevant information	View File

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

Teachers at Sri RangachinnammalCollege of Education are constantly engaged in (CIE) continuous internal evaluation, which improves teachers' and students' subject knowledge, general awareness, oratory and vocabulary skills, social awareness, and other skills. These skills are evaluated through group discussion, with marks awarded based on participation and performance. It encourages students to share their ideas and expertise, which helps to motivate them and improve their knowledge. Evaluations based on the college

activities and its outcomes. Sri Rangapoopathi College of Education conducting seminar, Workshop and Panel Discussion for developing the student skills. Further we conducting student employment opportunity such as TRB and TET coaching class

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	No File Uploaded
Any other relevant information	View File

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually

Five of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	No File Uploaded
Annual Institutional plan of action for internal evaluation	No File Uploaded
Details of provisions for improvement and bi-lingual answering	No File Uploaded
Documentary evidence for remedial support provided	No File Uploaded
Any other relevant information	No File Uploaded

2.6.3 - Mechanism for grievance redressal related to examination is operationally effective

Sri Rangachinnammal College of Education has a well-organized mechanism for Redressal of examination related grievances. The student can approach the Teachers, College Examination staff in charge and Principal to redress the examination related grievance as per the requirement and jurisdiction of the grievance. At Sri Rangapoopathi College of Education all the arrangements are done for

the examinations. If any student feels that the marks given to him in any paper are not just, he or she can apply revaluation by remitting the fees to the college. The students should apply within a fifteen days after declaration of the result. The college appoints subject expert other than the previous assessor. If there is change in score, it is corrected by internal examination committee of the college. The University has to declare final revaluation result within fifteen days. Internal examination committee itself looks after the complaints or grievances related to formative tests and summative examination. The students have the freedom to use the suggestion box to put in the note of dissatisfaction with the internal examination mechanism. The principal and in charge of faculty keeps an eye on the overall procedure by conducting the periodical meeting with the internal examination committee.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

Before the commencement of the academic year, the Institution prepares and publishes an 'Academic calendar' containing the relevant information regarding the teaching learning schedule, various events to be organized, holidays, dates of internal examination, semester examination etc. The academic calendar is prepared so that teachers should know all the activities regarding the continuous internal evaluation process and it is also published on the college website and displayed in the Principal's office.

The students' academic progress is monitored regularly by adopting the strategy of continuous internal evaluation, seminars, project work, unit tests and semester examinations. The review of internal assessment is taken by the Principal and committee regularly. For the implementation of the Internal Assessment Process, Examination committee is formed at the college level which monitors the overall internal assessment process. The examination committee sends the information to the University about the students who are appearing for the examination.

After receiving the enrolled list of the students' by the

University, the college prepares seating arrangement charts, list of invigilators etc. The record of internal assessment is maintained at college level. In addition the internal audit conducted which ensures the compliance to verify with documentary evidence

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

Our Sri Rangachinnammal college programme learning and course learning outcome reflect vision, mission, goals and motto, that is "SINCERITY, HONESTY, HARDWORK" The institution aims at build socially committed contemporary teachers. For the purpose the institution organize variety of learning experience that stimulate diversity of student teachers. These activities are planned on the basis of PLO and CLO. Some activities are daily assembly, Yoga practice, sports activities, cultural activities, activities for now society and nature. Institution provide experience about inclusiveness and Gender Neutrality among student teachers. The Institution organize action research series about different problem in Indian school system. It will help to student teachers to realize the present school scenario.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	View File

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	No File Uploaded
Certified report from the Head of the Institution indicating pass percentage of students program-wise	No File Uploaded
Any other relevant information	View File

2.7.3 - The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements

Our institution conducted variety of assessment programme for the attainment of Programme learning outcome and Course learning outcome. Some programmes are given below;

Assimilate positive attitude towards teaching profession and their duties towards the Society

- Participant observation
- Self-reflection
- Peer observation and critical evaluation

Develop the capacity to address the learning needs of all children, including marginalized and disabled

- Enhance confidential level of students
- Organizing competency enhanced
- Meta cognitive strengthening

Become intellectually competent, emotionally balanced, culturally refined, spiritually mature, physically healthy, vocationally productive and self-sufficient with professional excellence

- Reduce stage fear and improved social intelligent
- Leadership and management skill
- Progressive improvement in multiple intelligent
- Develop EQ and SQ

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	No File Uploaded
Any other relevant information	View File

2.7.4 - Performance of outgoing students in internal assessment

2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year

204

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	No File Uploaded
Any other relevant information	View File

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

Our Sri Rangachinnammal college of Education institution conducts an entry level test for identifying the ability and inability of student teachers at the beginning level. This test included scholastic, teaching aptitude, attitude, social communication and knowledge in ICT. At the beginning level the test identifying there are some problems in knowledge in ICT and lack of proper communication in society. Focussing this problem, institution arrange several remedial programme for eradicate above mentioned problem.

The programmes are ICT based workshop at entry level and beginning of each semester. It will help student teachers will become well expert for teaching ICT enabled class room. For the purpose of eradicating second problem, institution conducts several socially related activities like, social survey, social service programmes,

social awareness programme etc.. It will help to student teachers become developed their social communication.

File Description	Documents
Documentary evidence in respect to claim	No File Uploaded
Any other relevant information	View File

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

nil

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

0

File Description	Documents
Data as per Data Template	No File Uploaded
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	View File

3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

0

File Description	Documents
Sanction letter from the funding agency	View File
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for

All of the above

doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	No File Uploaded
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	No File Uploaded
Any other relevant information	View File

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports

All of the above

File Description	Documents
Documentary evidences in support of the claims	No File Uploaded
Details of reports highlighting the claims made by the institution	No File Uploaded
Reports of innovations tried out and ideas incubated	No File Uploaded
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded

3.2 - Research Publications**3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year**

0

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	No File Uploaded
E-copies of outer jacket/contents page of the journals in which articles are published	No File Uploaded
Any other relevant information	View File

3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

0

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	No File Uploaded
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	No File Uploaded
Any other relevant information	View File

3.3 - Outreach Activities**3.3.1 - Number of outreach activities organized by the institution during the year****3.3.1.1 - Total number of outreach activities organized by the institution during the year**

21

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	No File Uploaded
Any other relevant information	View File

3.3.2 - Number of students participating in outreach activities organized by the institution during the year

3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

324

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

324

3.3.3.1 - Number of students participated in activities as part of national priority programmes during the year

324

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	No File Uploaded
Any other relevant information	View File

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

Outreach activities in the community in terms of influencing and sanitizing students to social issues and contribute to community development This Criterion seeks information on the policies, practices and outcomes of the institution, with reference to research, innovations and extension. It deals with the facilities provided and efforts made by the institution to promote a 'research culture'. The institution has the responsibility to enable faculty to undertake research projects useful to the society. Serving the community through extension, which is a social responsibility and a core value to be demonstrated by institutions, is also a major aspect of this Criterion. Learning activities have a visible element for developing sensitivities towards community issues, gender disparities, social inequity etc. and in inculcating values and commitment to society. Affiliation and interaction with groups or individuals who have an interest in the activities of the institution and the ability to influence the actions, decisions, policies, practices or goals of the organization leads to mutual benefit to both the parties. The processes and strategies inherent in such activities relevantly sensitize students to the social issues and contexts. Sustainable practices of the institution leading to superior performance results in successful outcomes in terms of generating knowledge useful for the learner as well as the community.

File Description	Documents
Relevant documentary evidence for the claim	No File Uploaded
Report of each outreach activity signed by the Principal	No File Uploaded
Any other relevant information	View File

3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year

7

File Description	Documents
Data as per Data Template	No File Uploaded
Appropriate certificates from the awarding agency	No File Uploaded
Any other relevant information	No File Uploaded

3.4 - Collaboration and Linkages

3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

4

3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year

4

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	No File Uploaded
Report of each linkage along with videos/photographs	No File Uploaded
Any other relevant information	View File

3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

6

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	No File Uploaded
Any other relevant information	No File Uploaded

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice

All of the above

teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	No File Uploaded
Any other relevant information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

Teaching Learning Facilities Classrooms sixclassrooms are available for both B.Ed programmeenriched with latest LCD projector and smart board facilities. Seminar halls are utilized to conduct seminars, workshop, FDP, etc with overhead projector, transparent sheets, and Audio-visual equipments like tape recorder, microphones, speakers, amplifier, Web camera and video camera. Further, a separate facility for art, craft and music materials to enrich the knowledge and aesthetic sense of stakeholders. Laboratories College provided uninterrupted power supply and Wi-Fi connectivity for effective learning and practice to the student teachers with indiscrete laboratory. It helps the student teachers to develop their knowledge, intensive reading and writing skill and science experiment. Sports Field &Fitness Center The sports field, fitness center, sports complex is made available to all the student teachers throughout the year. Separate courts, playfields for various games available with well equipped physical infrastructure for indoor and outdoor games as well as cultural activities. Computing Equipments The campus has 500Mps bandwidth Wi-Fi connectivity for all the departments for conducting online quizzes, taking online attendance, uploading course materials and Assignments. Online ses

File Description	Documents
List of physical facilities available for teaching learning	No File Uploaded
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

4.1.2 - Number of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the year.

4.1.2.1 - Number of classrooms and seminar hall(s) with ICT facilities

8

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	No File Uploaded
Link to relevant page on the Institutional website	Nil
Any other relevant information	View File

4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)

0

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	No File Uploaded
Any other relevant information	No File Uploaded

4.2 - Library as a Learning Resource

4.2.1 - Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software Describe the features of Library Automation in not more than 100 – 200 words.

Our college library has satisfied basic facilities. It intake more than six thousand books and about 200 reference books. It also

included the subscription of two journals. The seating capacity of library is more than 30 students. It follows card system for issue books. In the library equipped with two computers with LAN connection for detailed reference. Previous IQAC meeting recommend to management for upgrade library. As the part of this, management decided to install necessary software for the library digitalization. After the initialization we planned to obtain necessary membership in INFLIBINET and other remote access fatalities. It will help to Gateway for remote access to library resources used by teachers and students

File Description	Documents
Bill for augmentation of library signed by the Principal	No File Uploaded
Web-link to library facilities, if available	Nil
Any other relevant information	View File

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

Our college library has satisfied basic facilities. It intake more than six thousand books and about 200 reference books. It also included the subscription of two journals. The seating capacity of library is more than 30 students. It follows card system for issue books. In the library equipped with two computers with LAN connection for detailed reference. Previous IQAC meeting recommend to management for upgrade library. As the part of this, management decided to install necessary software for the library digitalization. After the initialization we planned to obtain necessary membership in INFLIBINET and other remote access fatalities. It will help to Gateway for remote access to library resources used by teachers and students

File Description	Documents
Landing page of the remote access webpage	No File Uploaded
Details of users and details of visits/downloads	No File Uploaded
Any other relevant information	View File

4.2.3 - Institution has subscription for e-

resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	No File Uploaded
E-copy of the letter of subscription /member ship in the name of institution	No File Uploaded
Any other relevant information	No File Uploaded

4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)

4.07

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	No File Uploaded
Any other relevant information	View File

4.2.5 - Per day usage of library by teachers and students during the academic year

4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year

320

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	No File Uploaded
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
Any other relevant information	No File Uploaded

4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College

None of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	No File Uploaded

4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

The institution has an up-to-date computer facility with a view to help the students keep pace with the advancements in the IT field. The institution has a fully equipped computer lab with 12 Intel Pentium IV PCs with broadband internet facilities (Wi-Fi Technology inside the Campus) and with one Laser Printer cum Copier. There are 15 computers in the college. One at office (Central Server), one at principal's chamber, one at library and remaining 12 systems at

computer lab for students and staff including all latest educational software including video editing suit (for making educational video and other videos programmes). The computer student ratio in the computer laboratory is 8:1. All the systems are network with Ethernet LAN and wireless LAN technology with speed of 100 Mbps. All systems are connected with Broadband net facility. Highly secure client server networking is use in the computer lab. There is a central server in the office connecting all the systems. There is a monitoring facility from central server to each client systems with remote administration facility.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	No File Uploaded
Any other relevant information	View File

4.3.2 - Student – Computer ratio during the academic year

324:74

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	No File Uploaded
Any other relevant information	No File Uploaded

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:

A. ?1GBPS

File Description	Documents
Receipt for connection indicating bandwidth	No File Uploaded
Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth	No File Uploaded
Any other relevant Information	No File Uploaded

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for

Five or more of the above

e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	Nil
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

26.46

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	No File Uploaded
Any other relevant information	No File Uploaded

4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

The College ensures regular maintenance and upkeep of all infrastructural facilities. Maintenance is arranged with proper technicians as it needed. IT machines and software are continuously upgraded to ensure according to the market relevance. Principal along with teachers, IQAC and other committees draw Standards of Procedure and guidelines for overall development of College and

accordingly frame policies based on guidelines of UGC. Different committees for maintenance are 1. Purchase Committee Furniture and equipment are purchased on regular basis as per the requirements with Purchase Committee consisting of the Principal as Chairman, Bursar, 3 faculty members 2. Library Advisory Committee

This committee meet to discuss the function, requirements, utilization of resources, distribution of funds and other matter pertaining to the library 3. Time Table Committee The time table committee includes all representatives of all the Departments and is created in a manner to accommodate the needs and requirements for teaching various subjects so that the facilities are utilized to optimum level. 4. Infrastructural Guidelines and policies (For use, repair and maintenance) Use of classrooms: Class representatives have to report any breakages/ non-functioning of instruments (LCD) in maintenance register and report to the concerned authority.

File Description	Documents
Appropriate link(s) on the institutional website	http://srccoe.org/learning-resources/#sports
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning

All of the above

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	No File Uploaded
Sample feedback sheets from the students participating in each of the initiative	No File Uploaded
Photographs with date and caption for each initiative	No File Uploaded
Any other relevant information	View File

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable

Nine or more of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

A. All of the above

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	No File Uploaded
Composition of the student grievance redressal committee including sexual harassment and ragging	No File Uploaded
Samples of grievance submitted offline	No File Uploaded
Any other relevant information	No File Uploaded

5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)

Four of the above

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	No File Uploaded
Report of the Placement Cell	No File Uploaded
Any other relevant information	No File Uploaded

5.2 - Student Progression

5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year

Number of students placed as teachers/teacher educators	Total number of graduating students
18	190

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	No File Uploaded
Appointment letters of 10 percent graduates for each year	No File Uploaded
Any other relevant information	No File Uploaded

5.2.2 - Number of student progression to higher education during the academic year

5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

16

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)

3

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	No File Uploaded
Any other relevant information	No File Uploaded

5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

Students paid Tribute to 'Father of Education' on Educational Development Day on 13.07.2020. Students paid homage to the former President A.P.J. Abdul Kalam on 20.07.2020. R. Monisha gave a Speech on "Abdul Kalam's Historical Achievement. Student council members were elected democratically through ballot system and inauguration was held on 27.07.2020. Student teachers visited book fair on 13.08.2020 at municipal ground VPM. Student Ms.M.Jothi lakshmi got Fifth Prize in the essay competition and bagged 'Illakiyai Sikaram Virudhu - 2017' on 22.02.2020 from Kaviyarasar Kalai Tamil Sangam, Sathiyamangalam . Students celebrated Independence Day by participating in Poem Recitation, Elocution and Dance. Vinayagar Chathurthi celebrated on 24.08.2020 by chanting the mantras of Lord Ganesha. Students celebrated Onam on 10.09.2020. Students celebrated Teacher's day on 05.09.2017 by conducting games to the faculties. Students visited Tex Valley on 18.09.2020. As a part of social welfare program, students visited N.L. Kanchana and contributed Rs. 3000 and Groceries also. Students celebrated Diwali on 11.10.2020. While paying homage to K. Gomathi , students participated in Essay Writing, Elocution, PPT Presentation on 22.10.2020. Student council conducted speech and essay competitions on 20.11.2020.

File Description	Documents
Copy of constitution of student council signed by the Principal	No File Uploaded
List of students represented on different bodies of the Institution signed by the Principal	No File Uploaded
Documentary evidence for alumni role in institution functioning and for student welfare	No File Uploaded
Any other relevant information	View File

5.3.2 - Number of sports and cultural events organized at the institution during the year

10

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	No File Uploaded
Copy of circular / brochure indicating such kind of events	No File Uploaded
Any other relevant information	No File Uploaded

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution Describe the role of alumni association in the development of institution in not more than 500 words highlighting two significant contributions in any functional aspects

Alumni Association has been registered in the name V.M. Kailasam Munnal Manavigal Sangam, Regd. No. 31/2018, dated on 26.03.2018. Significant Contributions for the development of Institution

Vital Role in Academics

Alumni have taken an active role in the Internal Quality Assessment Cell and gave suggestions for the development of institution in the emerging technological world.

Alumni feedback plays a vital role in identifying the curriculum gap and introduction of self study courses through curriculum committee.

Alumni played prominent role in the admission of B.Ed., ., course. Their positive propaganda about college activities, motivated and initiated students to enroll in B.Ed., programme.

Alumni Meet

Online Alumni meet was conducted on 25.09.2020 through Google Platform. They shared their valuable feedback and suggestions for

the betterment of the college.

Alumni Bestowal

Alumni members have contributed a giant and impressive 'Tea Poy' worth Rs. 80,000 to the institution on 13.09.2020.

Alumnae who have remarkable caliber become principal of various educational institutions, played a prominent role in the placement of B.Ed., students of this institution

File Description	Documents
Details of office bearers and members of alumni association	No File Uploaded
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	View File

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support

All of the above

File Description	Documents
Documentary evidence for the selected claim	No File Uploaded
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	No File Uploaded
Any other relevant information.	No File Uploaded

5.4.3 - Number of meetings of Alumni Association held during the year

2

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	No File Uploaded
Any other relevant information	No File Uploaded

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

Alumni as an Exemplar

The association organized 'Alumni meet 2021' with the presence of Mrs. G. Vajith and Best Teacher Awardee Mr. M . John sathiyaseelan, al hilal High School, who are the alumni of TNOU study centre graced the occasion with their august presence. They motivated the student teachers by sharing their experiences and achievements.

Alumni as a Tutor

Institution organized socially useful productive work workshop with our alumni K Sujatha , Course instructor, Global art, Villupuram, and an expert in the field of art and craft as a chief guest. She trained the student teachers in the making of Glass painting ,

Woolen Thread Mat, Paper Flowers, Wall hangings, etc.

Alumni as a persuader

As a year ending ceremony, Christmas and New Year celebration was conducted in campus. V. Sarthaj , one of our Alumni was invited as chief guest and delivered key note address

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

Vision and Mission of the Institution:

Achieve academic excellence through hard work, critical thinking and effective decision making and to facilitate learning among their pupils through appropriate skills and methodologies and to exercise responsible leadership and render selfless service to the community. Train a qualitative renewable talent bank of dedicated, committed educators who are intellectually well developed, socially concerned, morally upright and spiritually oriented teacher citizen of India.

Core Values of the Institution:

The institution has the following Core Values as envisaged by NAAC: Contributing to National Development, Fostering global competencies among the students, promoting the use of Technology, Quest for Excellence.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	No File Uploaded
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

Initiation of COVID CELL:

The college initiated a new cell named "COVID CELL" to create awareness about the health status and to solve health-related issues among students, staff members and society during this pandemic

situation. Five teams of staff members were assigned for the Hospital Management, Non Hospital Management Area, Family Related Emotional Support, Vaccine Awareness and Counselling of affected persons. They played active role in their team work and maintaining standard operating procedures in the campus.

Established the Institution Innovation Council:

The College established the Institutions Innovation Council during the academic year 2020-2021 to conduct various innovation and entrepreneurship-related activities and organize periodic workshops, seminars, and interactions with entrepreneurs, investors, and professionals and create a mentor pool for student innovators

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	No File Uploaded

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

By clearly articulating its vision, mission, objectives, and procedures and disseminating them at all levels, the College promotes complete openness in its financial, academic, administrative, and auxiliary responsibilities.

Transparency in Financial Functioning

The Finance Committee and the Governing Body are presented with the Annual Budget and Annual Accounts. All income and expenditure recommendations are subjected to regular financial assessment, before being posted on the College Website. It makes all of its purchases in an open and transparent manner. The college's website provides access to receipts and payments. Regular audits by an internal auditor and a Chartered Accountant assure propriety at all levels.

Transparency in Academic Functioning

The annual academic planis prepared in advance, communicated and displayed by the respective bodies. The details of various activities are regularly reported to concerned bodiesand records the

minutes of meeting. The internal assessment system ensures that students receive their evaluated answer sheets and view their progress, performance in the evaluation. There is provision for online & offline grievance redressal system.

Transparency in Administrative Functioning

Recruitments and Staff Promotions are also undertaken with utmost transparency. All the functions of Administration were mentioned in the college Hand Book, which is available on the Website.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	No File Uploaded

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

Strategy Plan:

Strategy to Strengthen Teaching-Learning Process:

- Planned to Integrate technology in the teaching-learning process effectively
- To encourage faculty members to provide more e-content for their respective courses.
- Collaboration with external agencies should be strengthened.
- To increase the quality of the teaching and learning process by the OBE system.

Implementation:

Activity successfully implemented based on the strategic plan in the teaching-learning process.

- ICT Integration:

ICT was used by all of the teacher educators to introduce, reinforce, expand, enhance, assess, and remediate student knowledge of curriculum objectives.

- **E-Content Development:**

Training Program on e-Content development was given to all the faculty members and as a result, more e-content for their respective courses was developed. The students were able to make good use of it.

- **Collaboration with external agency:**

A greater number of memorandums of understanding (MOUs) have been signed with industries and other institutions. Organized guest lectures and curriculum-related orientation programs.

- **A robust OBE system:**

The OBE system was implemented with the purpose of increasing the teaching and learning process quality. The precise and reliable measuring of students' accomplishment of outcomes is made possible by careful mapping of course/program outcomes to assessment and evaluation tools.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	Nil
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

The functioning of the institutional bodies:

Guidelines and Procedures are developed by the College and approved by the Governing Council Members based on the need. The Secretary of the Trust is the institution's administrative leader, responsible for administration, appointments, and infrastructure. He is also in charge of all financial planning. The Principal is the academic leader, ensuring that all academic, research and extension activities are carried out properly. The Statutory Bodies are established, and meetings are held in accordance with UGC, MHRD, State Government, and University policies. The Board of Management establishes Non-statutory Bodies to supplement the functions of

Statutory Bodies. The College evaluates the programs, courses, and activities on a regular basis and reports the results to the appropriate Bodies for proper implementation. There are Committees, Cells, and Working Groups Associations in the College that focus on specific duties and roles. The Controller of Examinations, IQAC coordinator and coordinators of numerous clubs, committees and associations share executive authority. Power delegation and decentralization of authority improve the institution's effectiveness and efficiency in all areas of planning, decisionmaking and implementation. Management is vital in enhancing the bottom-up approach to planning and executing diverse academic activities

File Description	Documents
Link to organogram on the institutional website	https://assessmentonline.naac.gov.in/public/index.php/hei/agar_prepare/22184?part=2#19
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students

All of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	No File Uploaded
Annual e-governance report	No File Uploaded
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

The Governing Body agreed to form various Committees to ensure smooth academic and administrative operations, as well as to boost students' activities and expand their knowledge. All academic and non-academic decisions based on policy are delegated by the Governing Body to the college operating Committees, which are led by the Principal. The college operating committees develop standard operating procedures and delegates execution to the appropriate bodies. The governing bodies construct/reconstruct various committees/cells, which comprising of faculty members, student representatives and non-teaching staff members are involved in the planning and implementation of activities in committee/cell. Each committee/cell conduct regular meeting with its members and framed resolutions based on the agenda. Action taken report to be submitted and incomplete works to be discussed on the next meeting to the members.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

Following are the welfare schemes available for teaching and non teaching staff members:

Welfare measures for teaching and non-teaching:

- Vacation leave
- On Duty for Research work
- Health Care (Star Health Allied Insurance)
- Free Medical Checkup
- FDP and Training programs for faculty members on regular basis
- Separate parking for staff
- CCTVs and Security guards ensures security of staff members
- Internet and free Wi-Fi facilities are also available in campus for staff members
- Water purifiers on each floor
- Canteen facility

- Medical Leave & Maternity leave for eligible staff members
- Casual Leave of 12 days for the employee
- Faculty members can obtain admission for their wards in Sri Rangapopathi college of Education Institution.

Financial Assistance for the faculty members:

- Faculty members are provided with Employees Provident Fund
- Employees State Insurance
- Financially support to attend and present papers in conferences and Seminars
- Salary Advance
- Transport with reasonable Concession
- Employee gets fees concession for their ward

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year

3

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	No File Uploaded
E-copy of letter/s indicating financial assistance to teachers	No File Uploaded
Certificate of participation for the claim	No File Uploaded
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	No File Uploaded
Any other relevant information	No File Uploaded

6.3.3 - Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the year.

7

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	No File Uploaded
List of participants of each programme	No File Uploaded
Any other relevant information	View File

6.3.4 - Number of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes

5

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	No File Uploaded
Any other relevant information	View File

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff
Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

Performance Appraisal for teaching faculty:

Quality teaching is imperative for improving student outcomes and achievements. The organization has well designed performance appraisal system. It is executed with the help of self Appraisal Reports which gives quantitative assessment of the faculty members.

Performance of Teachers is also assessed through Student feedback, taken at the end of every academic session and appropriate instructions given to staff by Principal.

Work done Note is also maintained by the individual staff and submitted to the Principal at the end of every week.

Staff profile has been collected by staff secretary every year and submitted to the principal.

The IQAC, reviews Administrative and Academic progress so as to review the performance of all the curricular, co-curricular activities and office administration. After the evaluation of the report by the Principal and Management, it is communicated to respective staff members for improving shortcomings.

Performance Appraisal for non-teaching faculty:

The appointment is made through by the Management. The principal concerned is being asked to give report where in the general performance, conduct and character is being evaluated and appraised. The complaint of the involvement in any unpleasant activity, if any, is also being reflected. appraised. The complaint of the involvement in any unpleasant activity, if any, is also being reflected.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

The institute undertakes financial audits on a regular basis. Internal and external audits are conducted in a structured manner at the institute. Accounts are audited on a regular basis to guarantee financial compliance. Internal Audit: Internal auditing is a never-ending procedure. A finance committee and external Qualified Auditors have been constituted, and a team of professionals working under them performs a methodical verification on a quarterly basis. All payments, receipts, cash transaction vouchers, ledgers, and cash books are verified by the team. External Audit: The college's financial accounts are audited by an external auditor/agency selected by the college. At the end of each financial year, competent chartered accountants audit the financial records. The financial records, such as income and expenditures, balance sheet, and prepared notes are certified to accounts. The institution posts audited financial statements on its website for the benefit of anyone who is interested.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.4.2 - Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the year (not covered in Criterion III)(INR in Lakhs)

0

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	No File Uploaded
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	No File Uploaded
Any other relevant information	No File Uploaded

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

The predominant source of funds for the institution are from

1. Students fees (Tuition, Record note books, Uniform)

Proper utilization of financial resources is planned at the beginning of every financial year.

The expenses of the funds are mainly due to the following

1. Salaries
2. Fixed Assets and Current Assets
3. Infrastructure
4. Maintenance
5. Administrative expenses
6. Cultural & Cocurricular activities
7. Welfare activities

The optimum end-use of the funds is made as per the rules and regulations and is subjected to audit by the government. Within the institution funds are mobilized out of a specific percentage of the fee collected from the students. To ensure the optimum end-use of these funds, college development and purchasing committees are planning their activities.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

IQAC aims to develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution. It initiates to promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices. The IQAC enables the institution to focus on this mission. Reviewing of the quality policy is done once in every year and when required by the IQAC committee.

Quality Assurance Strategies for Faculty members:

In order to enhance the quality of the institution in all spheres, various quality assurance strategies initiated by the IQAC of the institution are as under: workshops, conferences, Seminars, Webinars, FDP's, paper publications, innovations in teaching, Orientation programs and more are considered after the approval of IQAC Committee.

Quality Assurance Strategies for Students:

The college also provides platform for the students to participate in Intra- College and Inter -College level debates, competitions, seminars etc. Some of the notable activities organized by IQAC for the development of the institution are English communication skills, yoga, value added programs, Professional development workshop, aptitude training and trainings on outcome based education among many more.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	No File Uploaded
Any other relevant information	View File

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

The College has undergone the 1st cycle of accreditation in 2012. Review of the various processes has been based mainly on their Peer Team Reports. The institution reviews its teaching learning process, structure and methodologies of operations and learning outcomes at periodic intervals.

Some of activities of IQAC in this regard are:

1. Students feedback on faculty, teaching learning process and evaluation: Students feedback significantly shows the actual quality of teaching learning process. The student's feedback is conducted as per the following norms:
 - All the students are allowed to give feedback on faculty, teaching learning process and evaluation so that actual picture is ascertained.
 - After evaluating the feedback from students, the teacher if evaluated with low performance is instructed accordingly.

Academic monitoring:

IQAC conducts regular visit to the classes regarding the regularity and punctuality of class work. It was reported to the Principal.

Remedial Classes:

IQAC monitors the individualized programs for diversified students. IQAC suggest the teachers to conduct remedial classes and revision for the students wherever needed.

Syllabus Monitoring:

The Principal keeps vigil on the completion of syllabus and ascertains information regarding the syllabus completion through

Examination Committee. IQAC verified the completion of syllabus adhered to academic calendar.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	No File Uploaded
Any other relevant information	View File

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

3

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	No File Uploaded
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF

All of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://assessmentonline.naac.gov.in/public/index.php/hei/aqar_prepare/22184?part=2
Link to Annual Quality Assurance Reports (AQAR) of IQAC	Nil
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	No File Uploaded
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	View File

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

1. Establishment of Alumni Association

For the welfare of the students and the college, an alumni association has been registered under the name V.M.Kailasam Munnal Manavigal Sangam, Regd. No.31/2018, dated 26.03.2018.

The Association was established with the support of 7 college graduates who had several positions, including 3 Heads and 4 Executive members.

The Alumni Association's activities:

1. Including academic activities through the delivery of seminars, workshops, and orientation programs.

2. Disseminating alumni experience

3. Informing former students about the current situation

4. Conducted annual Alumni Day celebrations as well as planned cultural and educational programs.

5. Helping pupils with career advice

6. Raising money to advance some of the aforementioned goals.

2. Implementing MOU-Related Activities

h companies like Milka Wonder Drops and Milky Mist Dairy Food Private Limited, the college has Memorandums of Understanding.

File Description	Documents
Relevant documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements Describe the institution’s energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

Biogas Plant: In order to manage the solid waste and to convert it to an efficient energy resource, the institution has installed portable biogas plant within the campus. The food waste from the hostel within the college campus is Annual Quality Assurance Report of SRI RANGACHINNAMMAL COLLEGE OF EDUCATION collected in a pit and utilized to produce biogas in the plant installed.

Solar Energy: Solar energy is an alternative energy source which is economical and enables us to conserve the environment. Solar panels (1 kb) have been installed to reduce the conventional energy consumption.

Reduced Consumption of Electricity: Conventional fluorescent tube lights in the college were replaced progressively by LED lamps (90) to save 70% of the energy consumption. Natural ventilation is preferred over Air conditioning system. These measures enable the college to reduce the consumption of electricity.

Paper Waste Management: Every year due to the documentation process huge amount of paper waste is created and is difficult to discard

the same. In order to reduce the consumption and wastage of paper in huge quantity, all the official information dissemination among the faculty members and to the students were done in the form of e-communication.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

The College has an efficient system for waste management. Collection and Segregation of waste: The campus is cleaned regularly and the tree litter along with the vegetable wastes and other left over from the hostel are collected and sorted into bio-degradable and non bio-degradable waste. For this purpose, separate colored waste bins are placed everywhere possible and necessary.

Biogas Plant: The food waste from the hostel within the college campus is utilized to produce biogas using the portable biogas plant.

Vermicompost: The bio-degradable waste like leaves and food waste recycled using Vermicompost. Paper Waste Management: Regarding the disposal/ recycling of the paper waste MoU is signed with Murugan Traders. On the other hand, e-communication is encouraged to reduce the paper usage and wastage.

Napkin Dispenser: The napkins are segregated in separate bins and are burnt completely using napkin dispenser. Sewage Treatment Plant (STP):

The College has an efficient STP to recycle the domestic sewage and used in gardening. The non bio-degradable waste materials are collected and disposed/ recycled periodically by contacting the vendors

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant	All of the above										
<table border="1"> <thead> <tr> <th data-bbox="84 365 542 421">File Description</th> <th data-bbox="550 365 1468 421">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="84 432 542 521">Documentary evidence in support of each selected response</td> <td data-bbox="550 432 1468 521" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="84 533 542 589">Geo-tagged photographs</td> <td data-bbox="550 533 1468 589" style="text-align: center;">No File Uploaded</td> </tr> <tr> <td data-bbox="84 600 542 723">Income Expenditure statement highlighting the specific components</td> <td data-bbox="550 600 1468 723" style="text-align: center;">No File Uploaded</td> </tr> <tr> <td data-bbox="84 734 542 790">Any other relevant information</td> <td data-bbox="550 734 1468 790" style="text-align: center;">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Documentary evidence in support of each selected response	View File	Geo-tagged photographs	No File Uploaded	Income Expenditure statement highlighting the specific components	No File Uploaded	Any other relevant information	No File Uploaded	
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Geo-tagged photographs	No File Uploaded										
Income Expenditure statement highlighting the specific components	No File Uploaded										
Any other relevant information	No File Uploaded										
7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage	All of the above										
<table border="1"> <thead> <tr> <th data-bbox="84 1070 542 1126">File Description</th> <th data-bbox="550 1070 1468 1126">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="84 1137 542 1261">Income Expenditure statement highlighting the specific components</td> <td data-bbox="550 1137 1468 1261" style="text-align: center;">No File Uploaded</td> </tr> <tr> <td data-bbox="84 1272 542 1361">Documentary evidence in support of the claim</td> <td data-bbox="550 1272 1468 1361" style="text-align: center;">No File Uploaded</td> </tr> <tr> <td data-bbox="84 1373 542 1429">Geo-tagged photographs</td> <td data-bbox="550 1373 1468 1429" style="text-align: center;">No File Uploaded</td> </tr> <tr> <td data-bbox="84 1440 542 1496">Any other relevant information</td> <td data-bbox="550 1440 1468 1496" style="text-align: center;">View File</td> </tr> </tbody> </table>	File Description	Documents	Income Expenditure statement highlighting the specific components	No File Uploaded	Documentary evidence in support of the claim	No File Uploaded	Geo-tagged photographs	No File Uploaded	Any other relevant information	View File	
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Income Expenditure statement highlighting the specific components	No File Uploaded										
Documentary evidence in support of the claim	No File Uploaded										
Geo-tagged photographs	No File Uploaded										
Any other relevant information	View File										
<p>7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words</p>											
<p>The college constantly takes measures to maintain a Green and Clean Campus. Enhancing the Green Cover: As per the instruction given by the Tamilnadu Teacher Education University, through NSS Thillai forest is created within the campus. So far, the students and teachers had planted 160 trees in and around the campus.</p> <p>Campus Cleanliness and Sanitation: The overhead water tank in the college is cleaned in frequent intervals to maintain the quality of</p>											

water. The campus area is sanitized regularly to contain from covid-19 pandemic. Since the college focuses on the hygiene and sanitation of the students, sanitary napkin dispenser is used to burn up the napkin wastes and avoid the pollution. Recently, the college had submitted a proposal to Join Commission International (JCI) to obtain an incinerator for napkin disposal. The cleanliness of the campus is checked and maintained as per the guidelines given by SOP.

Pollution Free Environment: To maintain a pollution free environment, only entry of vehicles that are certified by the Vehicle Control Board was permitted inside the campus (w. e. f. 23.01.2020). The vehicles which are not certified from the Vehicle Control Board are allowed till the parking area provided outside the campus.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	No File Uploaded

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants

All of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	No File Uploaded
Snap shots and documents related to exclusive software packages used for paperless office	No File Uploaded
Income- Expenditure statement highlighting the specific components	No File Uploaded

7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)

11.59327

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	No File Uploaded
Any other relevant information	No File Uploaded

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

The college had made consistent efforts to leverage the environment and the people around. Some of the significant efforts are given below. In order to conserve the ecosystem and to enhance its richness, Thillai forest is being constituted and maintained within the campus. On behalf of the NSS Unit, the following activities like road repairing, dengue awareness, and voters' awareness rally were done. To prevent the spread of Dengue, the students and the public were provided Nilavembu Kasayam. The student teachers were given albendazole tablets for De-worming. Through the Covid Cell constituted in the college, Kabasura Kudinir was given to the public to boost their immunity and prevent from being infected by corona virus. A free camp on Covid Vaccination was organized and conducted successfully. Adding, free mask distribution and covid-19 awareness pamphlet were also carried out.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of

A. All of the above

Conduct are organized

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	No File Uploaded
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	No File Uploaded
Details of the Monitoring Committee, Professional ethics programmes, if any	No File Uploaded
Any other relevant information	View File

7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website)
Describe any two best practices successfully implemented by the institution as per NAAC format

Mentor-mentee system was initiated since 2018-2019, to provide emotional and educational supports to the student teachers. This has enabled us to develop a noteworthy relationship between mentor and mentee which is the prerequisite and an efficient tool in building a learner-centric environment. During the year 2020-2021 the ratio of teachers and students in each group was 1:13. For B. Ed and M. Ed students, guidance on various curricular and co-curricular activities like teaching practice/ internship, evaluation process, career

skills and job opportunities were given. Especially, for M. Ed students' guidance on research is additionally given.

Blood Donation Service: The college had initiated blood donation campaign since 2017 on the founder's day (5 th of February) and it is successfully conducted every year. The blood donation camp was conducted in collaboration with the Tamilnadu State Aids Control Society & Tamilnadu State Blood Transfusion Council, Chennai. During 2020-2021, the number of participants was 35 which is a significant outcome. The focus of blood donation campaign is to

1. create awareness among the student teachers and increase the number of volunteers.
2. develop a sense of empathy among students teachers.
3. encourage the student teachers and staff members to donate blood and save life.

File Description	Documents
Photos related to two best practices of the Institution	No File Uploaded
Any other relevant information	No File Uploaded

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

Microteaching -A Means to Shape Student Teachers as exemplary role models The prime focus of the college is to build up a strong and proficient teachers' community for the future. To achieve this, the student teachers must be given maximum exposure and experience during their B. Ed course. Beyond implementing effective mentor mentee system and proper formative evaluation system, the approach toward using online platforms for microteaching was identified as unique. Due to covid-19 pandemic, the students could not attend regular classes. Yet, they were trained in the microteaching skills via online mode. Due to lockdown, students were unable to step out of the home to purchase materials to make teaching aids. Despite that, student teachers participated in microteaching classes with enthusiasm and efficiently presented the microteaching skills. Additionally, they used all possible household items as teaching aids. For example, using doors as blackboards, utensils to explain shapes, plants and groceries as real teaching aids, etc. were remarkable achievements. Beyond all, it was observed that students utilized the ICT tools maximally and gave their best while teaching. The students performance revealed that the conduction of microteaching via online mode to bea unique, significant and successful approach in enhancing their skills.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	No File Uploaded
Any other relevant information	No File Uploaded